

School of Applied Psychology and Counselor Education
APCE 650 Orientation to Clinical Counseling
Denver Campus
Summer, 2009
Credit Hours: 3

Instructor: Krista D. Bridgmon, Ph.D
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Phone: Will provide 1st day of class
Dates: August 21, 22, 23, 2009
August 28, 29, 30, 2009
Times: Fridays: 4:05 PM-10:00 PM
Saturdays: 8:00 AM – 5:00 PM
Sundays: 8:00 AM – 4:00 PM

Required Text

Gladding, S. T., (2009). *Counseling: A comprehensive profession* (6th ed.). Prentice Hall: Upper Saddle River: NJ. (ISBN-10: 0132434563)

Kanel, K. (2007). *A guide to crisis intervention* (3rd ed.). Thompson Higher Education: CA. (ISBN-10: 0495007760)

Course Objectives

Upon successful completion of this course, participants will:

1. Recognize essential concepts related to the counseling profession's history, its philosophical underpinnings, the development of standards, contemporary issues, and future trends with emphasis on community counseling (CACREP II.K.1; CC A.1).
2. Identify roles, functions, preparation standards, credentialing, licensure, and professional identity of community counselors (CACREP CC A.2).
3. Identify similarities, differences, and complementarity among the various mental health related professions (CACREP II.K.1.b; CC B.1).
4. Demonstrate understanding of the purpose and services provided by the American Counseling Association and its divisions, branches, and affiliates (CACREP II.K.1.d).

5. Understand essential principles and standards of professional, legal, and ethical practices (e.g., ethical behavior, laws and legislation, public policy processes, advocacy, right-to-practice, reimbursement) (CACREP II.K.1.e, h; CC A.3).
6. Suggest advocacy strategies directed toward (a) promoting the profession of counseling, (b) calling attention to institutional barriers that may impend access, equity, and success for clients, and (c) challenging social barriers that impede access, equity, and success for clients (CACREP II.K.1 f, g; CC C.6).
7. Identify counselor characteristics that influence helping processes (CACREP II.K.5.a).
8. Consider the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, and physical and mental status, and equity issues in community counseling (CACREP CC A.5).
9. Demonstrate (or design and individualized program to attain) technological competence and computer literacy (CACREP II.K.1.c).
10. Discuss applications of technology within context of counseling (CACREP II.K.5.f).
11. Critically evaluate their personal interest in the profession of counseling.
12. Demonstrate minimal competency in basic helping skills (e.g. tracking and reflecting, and refraining from closed questions).
13. Demonstrate elements of formal writing according to APA style.

Course Content

1. Essential aspects of formal writing according to the Publication Manual provided by the American Psychological Association (5th ed.).
2. The counseling profession, its history, professional standards, codes of ethics, philosophical underpinnings, credentials, areas of specialization and contemporary trends (CACREP II.K.1.a, d, e, h; CC A.1, 2).
3. The American Counseling Association, branches, divisions, membership, and member benefits (CACREP II.K.1.d).
4. Professional counselors' diverse roles, responsibilities, and contributions to society (CACREP II.K.1.b).
5. Comparison of counseling with other mental health disciplines (CACREP II.K.1.b; CC B.1).
6. Roles, functions, preparation standards, credentialing, licensure, and professional identity of community counselors (CACREP CC A.2).
7. The helping relationship and introduction to basic skills (CACREP II.K.5.a).
8. Reflection in the process of acquiring skills and knowledge.
9. Culture and its influence on counselors as well as clients (CACREP II.K.2.b; CC A.5).
10. Public and Private Policy Processes (CACREP II.K.1.e,f; CC A.3).
11. Advocacy (CACREP II.K.1.f.g; CC C.6).

12. Impact of Technology on the Counseling Profession as well as Technical Competencies for Counselor Education recommended by the Association of Counselor Educators and Supervisors.
13. Assessment and remediation (planning) of students' computer literacy and technological competence (CACREP II.K.1.c).
14. Leadership
15. Introduction to assessment.

Instructional Methods:

A variety of instructional methods will be employed to address the objectives of this course. The instructor will give lectures, facilitate class discussions, and design independent learning strategies. Class participants will also be expected to participate in group activities.

Attendance

Due to the accelerated nature of this course, attendance, punctuality, preparation, and participation are crucial. Students missing more than 10% or 4.5 hours of this course cannot earn a grade higher than a "B". Students missing 20% or 9 hours of this course cannot earn a grade higher than a "C". Students missing more than 9 hours of this course will not earn a passing grade. Please inform the instructor via email or phone prior to being late or missing any portion of the course.

Late Assignments

Assignments are due at the beginning of the class. Any assignment that is turned in late will lose a letter grade for each day it is late. Assignments that are more than four days late will not be graded. Assignments that need to be turned in late during times the class is not meeting will need to be turned in as an email attachment.

Assignment Format

All assignments are to be typed in Times New Roman or Courier New 12 point font with one inch margins. Each assignment is to have a cover page and reference page (if applicable) in APA format.

Grading System:

Course grading will consist of four projects (75 points each), and two literature summary papers (50 points each) for a total of 400 points:

- A = 372-400
- A- = 360-371
- B+ = 348-359
- B = 332-347

B- = 320-331
C+ = 308-319
C = 292-307
C- =280-291
D+ =268-279
D = 252-267
D- =240-251
F = 239 and below

Assessment of Student Learning Outcomes

Project 1: Create a resource guide with local agencies (where your internship is located, or where you hope to complete your internship), as well as, including contact information that could be used for referral sources for children and parents. Resources that should be included in the guide include, but are not limited to: school resources, family services, health services, mental health agencies, facilities, Social Security, DHS, and hot lines. There is a 20 contact list minimum on this assignment.

Project 2: Initial Position Paper: Students will prepare an initial position paper using APA Style in which they respond to the following topics: (3-6 page requirement)

- My beliefs about human nature (basic nature of people)
- My beliefs about personality (how personality and traits develop)
- My beliefs about the etiology of psychological problems
- My beliefs about why and how people change and the counselor's role.
- My beliefs about optimal psychological well being and what promotes it.
- My beliefs on self care.

Project 3: Interview: Following the protocol attached, students will interview one counselor in community practice or agency who has a master's in school or community counseling or doctoral degree in Counselor Education. Students are encouraged to interview counselors who practice in diverse settings.

Subsequent to the interview, you are asked to (a) send a letter of appreciation, and (b) write a 3-4 page summary of your findings. The summary should be well organized and demonstrate a personal reflection of the findings from the interview. Participation in this activity is clear evidence of counselors' professional generosity. You must regard all information provided to you as confidential.

The following questions may help your interview progress, although they are not mandatory.

Sample questions for your interview:

1. What is the counseling theory that you most closely follow?
2. What is the most creative and innovative counseling technique you have used?
3. How would you divide your time between meeting the immediate needs of the clients and keeping up with the paperwork?
4. What are your strengths as a counselor?
5. What do you think is the most important characteristic of a counselor?
6. What is it that you like about working with your clients?
7. How do you handle stress?
8. What do you do for self care?
9. How do you interact with other professions such as social work, psychiatrists?
10. What is your experience working with groups?
11. How do you keep yourself organized? Discuss how you multitask.
12. Where do you see yourself in the next five years?
13. What advise if any do you have for a pre-professional?

Project 4: Finally, you will be writing a course paper consisting of a minimum of 5 reference resources (50 points). All citations must be consistent with the *American Psychological Association* citation standards. Paper is 3-4 pages long and must include a title and reference page. The title and reference page do NOT count toward the 3-4 page length requirement. Paper is due on August 30, 2009.

Students will choose from one of the following subject areas: 1. Disability issues; 2. Suicide (Select a specific age cohort such as adolescent, college aged, mid-life, elderly); 3. Enactment of the Advanced Declaration (Living Will); 4. Post-trauma symptomatology; 5. Current treatment of PTSD; 6. Multicultural concerns in crisis intervention; 7. The role of spirituality/religion in adaptation to trauma; 8. Bereavement – normal vs. complicated; 9. Caregiver fatigue; 10. Trends in victimology; 11. Survivor/victim issues associated with one of the following categories: homicide, domestic battery, relationship violence including stalking, sexual assault as adult or child, hate crimes; 12. Current treatment of self-injurious behaviors; 13. DSM-IV diagnosis categories and related issues; 14. Disaster response (agencies and models); 15. Assessment of child abuse 16. Intervention and treatment outcome studies; 17. Impact of trauma on early childhood; 18. Public/private school intervention models; 19. Role and efficacy of community/national hot line services

Literature Papers (2):

You will be required to research two topics of your choice relating to community counseling, preferably related to a particular population, topic, or setting in which you are interested in pursuing. The article must be from a refereed journal, no websites, within the last six years and

include an APA reference. The literature papers must include a title page, one page summary of the article, one page reaction to the article, and reference page (four pages total).

For hints on APA Style you may want to visit the following website:

<http://www.apastyle.org/styletips.html>

Course Schedule:

Before attending the first class students are required to complete the following:

- Read and print the course syllabus.
- Print ACA Code of Ethics and bring to each class.
- Obtain required textbooks and bring to each class.
- Complete Project 1
- Complete Project 2
- Complete one literature paper.
- Read Gladding (Chapters 1, 2, 3, 5, 6, 7, 9, 10)
- Read Kanel (Chapters 1, 3, 4)

August 21-23

- Introduction to the Course
- Syllabus Overview
- History of counseling
- Professional and Ethical Issues
- Multicultural counseling
- The counseling relationship
- Humanism and Behavioral Theories
- Crisis Counseling and Critical Issues
- *Project 1 is due on August 21, 2009*
- *Project 2 is due on August 22, 2009*
- *First literature paper is due on August 23, 2009*

August 28-30

- Read Gladding (Chapters 11, 14, 16, 17, 19, 20)
- Read Kanel (Chapters 7, 8, 11, 12)
- Group Counseling
- Testing, assessment, diagnosis
- Developmental Crisis
- Marriage and family counseling

- School Counseling
- Abuse
- Interviewing skills
- Portfolio development
- *Project 3 is due on August 28, 2009 with class presentation*
- *Literature paper two is due on August 29, 2009*
- *Project 4 is due on August 30, 2009 with class presentation.*

Academic Conduct:

Cheating on examinations, submitting the work of another student as your own, or plagiarism in any form will result in penalties ranging from an “F” on an assignment to immediate expulsion from the University.

Plagiarism is defined as taking the printed or broadcasted work of another, without citation or reference and using it as your own. This includes but is not limited to copying from websites, books, articles, pamphlets, etc. The student is encouraged to review the UNC Referral Guide and Student Rights and Responsibilities and or the UNC Graduate Bulletin 2001-2002. Both are available from the Office of Student Affairs 970-351-2303 or the Dean of Students 970-351-2796.

Professional Conduct:

The student is expected to adhere to the appropriate code of ethics for their particular program. As an intern you represent your self, your profession, and UNC. Any behavior that is deemed unethical will be grounds for dismissal from the program.

Disability Statement: Students with disabilities who believe they may need accommodations in this class are encouraged to contact the Disability Support Services at 970-351-2289 as soon as possible to better ensure that such accommodations are implemented in a timely fashion. When a student requires any modification to the learning format I am happy to appropriately accommodate his or her needs. As per APCE and UNC guidelines, **I need a copy of the letter provided to the student by the Disability Support Services (DSS) on campus PRIOR to class so that I have time to may make the accommodations.** The DSS letter outlines the particular needs of the student and appropriate accommodations to meet those needs.

The instructor may make changes to the syllabus as the course proceeds. If this is necessary these changes will be announced in class.